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Barrier to Parental Involvement in kindergarten activities from perspective of kindergarten' School Administration and teachers in AJ Ain

Shamsa Sultan Obaid Al Dhaheri

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United Arab Emirates University
College of Education
Foundations of Education Department
Master of Education Program

**PARRIERS TO PARENTAL INVOVLEMENT IN KINDERGARTEN ACTIVITIES
FROM PERSPECTIVE OF KINDERGARTEN'S SCHOOL ADMINISTRATION
AND TEACHERS IN AL AIN**

By

Shamsa Sultan Obaid Sultan Al Dhaheri

A Thesis Submitted to
United Arab Emirates University
In Partial Fulfillment of the Requirement
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United Arab Emirates University

College of Education

THESIS TITLE

**Barriers to Parental Involvement in kindergarten activities from
perspective of kindergarten's School Administration and teachers in Al Ain**

AUTHOR

Shamsa Sultan Obaid Al Dhaheri

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THE THESIS HAS BEEN ACCEPTED BY THE THESIS COMMITTEE IN
PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION

Dr. Ali S. Al Kaabi

THESIS COMMITTEE CHAIR



SIGNATURE

3.2.13

DATE

Pro. Mohammad A. Abdel Dayem

THESIS COMMITTEE MEMBER



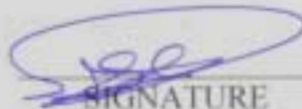
SIGNATURE

31/1/2013

DATE

Dr. Mohamed A. Alhosani

THESIS COMMITTEE MEMBER



SIGNATURE

31 Jan 2013

DATE

ABSTRACT

The current study aims at analyzing parental involvement barriers in kindergarten (KG) activities from the perception of school administration and teachers in Al-Ain Kindergartens. It identified, examined and analyzed the school administration and teacher perceptions on barriers that hinder parental involvement in kindergarten activities. A special focus had been paid to obstacles that prevent parents from participating in kindergarten activities based on four categories that included factors related to regulations, administration, teachers and parents. This study used a survey questionnaire to gain its data targeting a sample population of 329 respondents that includes all the teachers and administrators of Al Ain KG schools. Responses were analyzed using a five point Likert scale that ranged from strongly agree (5) to strongly disagree (1). Results were analyzed using Statistical Package for the Social Sciences (SPSS).

Major of the research findings related to barriers indicated four barriers the first, barrier related to regulations category which includes missing of social worker, interpreters for the English Medium Teachers (EMT's), and the lack of coordination between meetings in different stages of schools. The second barrier related to administration which includes lack of providing training and assistance programs for parents and lack of communication in terms of informing parents about the parents-teacher meetings or events. The third barrier related to teacher's the feedback as there is no clear feedback has been provided by teachers to parents concerning their children's performance and cultural gap. The fourth barrier related to the parent themselves which includes, lack of transportation, shortage of knowledge, time constrains related to working parents, personal responsibilities, language barriers deficit communication and divorced parents.

As a result, it is recommended that using modern technology to communicate with parents, providing them with continuous feedback to meet their satisfaction levels, engaging them in the KG activities and responsibilities, providing transportation, and allocating a day for fathers to participate, attracting elderly parents to participate in school and teach children about heritage, culture, traditional terms, and habit and behavior could help in overcoming barriers to parental involvement.

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DEDICATION

I would like to dedicate this thesis to my parents and family members, especially to my brothers Mohammed and Obaid, who motivated me to pursue my Masters. Also I would like to extend special thanks to my friends who supported me, finally I would like to dedicate this thesis to all the individuals who helped and supported me in completing this thesis.

CHAPTER I

GENERAL FRAMEWORK

This section discusses several points including, the background of the research topic, the research process, the statement of the problem, the purpose of the study, significance of the study, scope of the study and research questions.

Introduction

Research over the past three decades has demonstrated the importance of parental involvement in children's academic and extracurricular activities which lead to the child development. Parental involvement has been intended regularly to help parents to communicate and update them with the sufficient information about their child concerning their learning and other school activities. It is viewed that parental involvement could help in assisting children in learning, being involved actively in their child's education, making appropriate decisions relating to their kids' education and these lead to assist children all through. Research also has shown that parents who are being involved along with their children, irrespective of their income and background, children are more likely to show better performing in academics, high participation rate, improvement in their behavior, involvement in social skills and get adapted to the school environment easily (North Carolina State Board of Education, 2003).

Educational boards and educators have been emphasizing on the importance of school, family and community partnership to empower effective student and school outcomes. With the increasing challenges and recognition aspects for school improvement such as changing curriculum, activities, learning, assessments, effective school management

and organization of class has brought increasing emphasis on parental involvement in schools (Hiatt-Michael, 2001).

Further it is stated that involvement of family and community will have a strong impact on children outcomes. It is important to support families to be involved in school so that they will be informed of their child learning and help them to achieve better (North Carolina State Board of Education, 2003). As being stated, such relationship and cooperation will give a transparency to the importance of parental involvement and enhances the best outcomes of it.

Thus, parental involvement in school for their children learning and other activities has an important effect on children performance. Besides, many opportunities for building parent and school relationship have been encountered by certain barriers that school administration and teachers face which have been studied, analyzed and discussed in this research.

Problem Statement

The problem identified in this research is represented by the low parental involvement in KG activities in UAE which creates a gap between school and parents which ultimately affects children learning achievement. Despite of the emphasis being paid by the government on parental involvement there has been found a large gap in UAE KG schools. This is mainly represented by the way to involve parents in school's activities (Moosa, Karabenick & Adams, 2001). Most UAE KG schools have only conduct regular parent-teacher meetings merely to update them with their children's' academic achievement show ever such meetings do not focus on involving them in school's activities or programs solving. Consequently, there is a need to study the barriers teachers and school administrations have been facing in involving parents in their children's activities.

Purpose of the Study

The purpose of this study was to investigate the barriers which hinder parental involvement in different kindergartens activities. To fulfill this goal, it was important to investigate the most important barriers that influence parental involvement in KG activities that could help in finding possible solutions to identify those barriers. In addition, recommendations have been developed to overcome the lack of parental involvement in KG activities from both school administration and teachers perspective.

Significance of the Study

The education process cannot be fruitful without a balanced effective relationship between home and school. This relationship has to be established on a clear understanding and mutual cooperation between the two parties. Schools, represented by KG in this study and parents have to eliminate the barriers and energize the role of parents. With an effective parental role the job of the schools in general and teachers in particular cannot be easier and more productive. Students can make great progress and become ready for school life in the future.

This study is significant since it will help in understanding the importance of parental involvement and barriers to parental involvement which has a great effect on children's learning. In overcoming those barriers, decision makers together with teachers and parents will act effectively and make the best use of the relationship to foster the education process. Ultimately, this research will help to shading light on effective recommendations to overcome those barriers. Further, this study could be used as a guide for readers to help them in understanding how to overcome barriers to parental involvement and successfully involve parents in school.

Limitations

It should be noted that this study is preliminary and exploratory in nature. All data collected was based entirely on the honesty of answers from the participants and how they perceived parental involvement in KG. The results also provide only a “snapshot” of the time when data were collected. It also must be noted that the participants involved took part voluntarily in this research study. Therefore, caution has to be taken when generalizing any finding for the entire population at the United Arab Emirates as it was conducted in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC).

This research has a wide scope as it identifies major barriers for parental involvement in KG activities from school administration and teachers perspective. This research helps in building recommendations that could be framed to involve parents and overcome barriers. Besides having wide scope for this study there are few limitations as well.

1. The study focused only on barriers to parental involvement in KG activities based on teachers and school administrations perspectives.
2. This study chose only public kindergarten schools (government owned schools) in Al ADEC, Al Ain Educational Office.

Definition of Terms

Here are the operational definitions for the terms that mentioned in this research

School administrator: Any person or an individual who are given the responsibility to handle the school such as principal, vice- principal and Head of Faculties.

Head of Faculty: It is defined by ADEC as supervisor of a group of teachers in a school.

Supervisors: A person who gives instructions or orders to subordinates and is responsible for the work and actions of employees.

Teachers: A person who teaches in a school and in this research they are Arabic teachers who are being recruited from different Arabic countries in addition to UAE local teachers, and English Medium Teachers.

Parents: Apart from natural parent's guardians are also such as grandparents or other relatives who takes up the responsibility of a child.

Parental Involvement: Engaging parents in various educational activities formally or informally.

Parent Committee: A committee composed of all parents who have children enrolled in a particular school or program. According to study parent had younger sibling in house, family responsibilities, or as they are working parent and she had other work for her school to finish.

School Activities: Activities such as engaging parents in parent-council, parent –teachers meeting, planning, share teaching responsibilities, and etc.

Decision Making: It is a process of sharing information and making a logical choice from the available options for effective outcomes of the intended task or program. It's also meant that parents can share in the curriculum since the KG curriculum is made by each school independently, solving problem, and decisions concerning selecting children uniform.

Barriers: Creating obstruction or difficulty for doing some work or task. Also its various difficulties that prevent parent from engaging themselves in KG activities.

Perceptions: How administrations, teachers and parents themselves perceive their role.

Suggestions: Suggestions used to overcome the barriers that prevent parent from being involved in the KG activities.

Research Questions

The purpose of this research was to find out KG administrations' and teacher's perceptions of the barriers that hinder parental involvement in school activities in ADEC, the United Arab Emirates.

This research intended to answer the following two questions:

1. What are the barriers that influence parental involvement in KG activities from the perspective of school administrations and teachers?
2. What are the suggested ways that could be developed to overcome lack of parental involvement in KG activities from perspective of school administrations and teachers?

Organization of the Research

Firstly, this research targeted explaining statement of the problem which discusses on what exactly is the problem identified in consideration with the chosen topic. Why it is important to do this research and what is the scope of this research. Next, this research also discusses the various limitations faced.

Secondly, this research discussed detailed theoretical underpinnings reviewed from the previous literature from; journals, articles, books, internet, etc., according to the researcher's available readings. This part gave a thorough understanding of the previous studies conducted based on the literature presented by different researchers and authors. Everything being studied was tightly related to the barriers and strategies concerning parental involvement in KG activities. Based on the researcher readings which served as the backbone of this study, the researcher develop the questionnaire that was used for collecting the primary data of this research.

Thirdly, this research discusses the research methods that will be listed in the third chapter which was devoted for discussing the population selected in this research together with the sample being chosen to conduct this research. This part also tackled the research instrument aiming to answer why, how which were targeted by the questionnaire. At the end of this chapter, the researcher addressed the research procedures and materials being used to build questionnaire and select research sample.

Fourthly, this research discussed major findings of the study that were retrieved from data collection using survey questionnaire. At this stage, the researcher put forward the findings of the study in a tabular format differentiating the various parts of the questionnaire as results of general information of respondents and results obtained from teachers and school administration. Results were displayed and discussed in the form of frequencies and percentages.

Finally, the last chapter of the research discussed the findings of the data being collected and analyzed. Discussion of results was done based on research findings supported by the previous studies. The researcher gave a detailed discussion of the factors effect parental involvement in KG activities.

Summary

After the completion of this section the researcher was able to briefly discuss the basic introduction to the chosen concept that helped in identifying the problem statement. The researcher answered the question why it is important to do this research, what is the importance of the study and what scope it has in the chosen area. Next, the researcher defined terms used in this research so as the reader would have a clear idea of them from this research perspective. Understanding these terms helped the researcher to go with the research with more ease and this is also intended to help the readers to know the basic concepts and terms

used in the study. Furthermore, limitations of the study were put forward which shows the problems or the concept this research could not achieve in consideration with completing the research process. Research questions development helped the researcher to know exactly what the researcher was intended to focus on.

The next chapter discussed the theoretical background of the research topic. Theoretical aspects were collected from the review of literature that includes opinions, views and research results of various researchers and authors. Information of this chapter is collected from journals, research articles, books and internet.

CHAPTER II

LITERATURE REVIEW

Introduction

This section discusses review of the previous literature that covers importance of parental involvement in school, barriers to parental involvement as perceived by teachers and school leadership and possible suggested ways to overcome the barriers. This study has reviewed past research papers and articles to have a clear understanding of the stated problem and research questions. This review is also intended to give a strong theoretical background to the research study. As a part of collecting background information for this research in this section researcher discusses the importance of parental involvement, next the researcher discusses the different barriers to parental involvement identified by various researchers and authors. Finally the researcher discusses the different strategies that were identified by various researchers to overcome the parental involvement barriers.

Importance of Parental Involvement

Practitioners and researchers have emphasized on the importance of parental involvement in students' school life. They claimed that there is a positive relationship between parental involvement and students' school performance known as home – school partnership (Lloyd-Smith & Baron, 2010). But this has not reached to the fullest extent as it is viewed by the researchers that there is much decline of parental involvement in children progress (either academic or school performance).

Shun-wing Ng (2011) stated that involvement of parents is a vital aspect for the management of schools to grow innovatively and brings school effectiveness. As many changes are taking place in current school environment and attitude of parents, teachers and

children towards the education system. Hence there is a need to implement school based management (SBM) that focuses on important aspects to govern parents, teachers and principals by taking new challenges as a result of changing environment.

Wong (2008) summarized and examined different behaviors and outcomes of students. The researcher examined whether academic self-regulatory styles and effortful control influence parent - principal relations, whether there is an impact on the risk of students and parents with regard to parenting characteristics, academic self-regulatory styles and effortful controls. The results of the study stated that parental involvement in school is vital as it is related to performance of students and self-Regulations. Further the researcher viewed that parental involvement can be possible when they are interested in knowing about their child performance and willing to take active role in their children day to day activities.

Parental Involvement Barriers

Halsey (2005) states that "many teachers feel that parents are not willing to become involved in their children's education, and many parents are not aware of opportunities for involvement"(p. 58). Parent's participation is important for child performance in their academics, and behaviors, but certain external factors such as low income, lack of parental education, working class parents (Smith, Willstatter, Kuzin, & Pedro, 2011; Gonzalez-DeHass & Willems, 2003) and some parents are not interested are perceived as barriers to parental involvement.

Nell (2006) stated that some teachers and principals think that parents do not actively participate in their child's education as some of the external and internal barriers restrict parents to involve in child academics and school activities. According to the researcher external barriers include different goal sets by school, language barriers, cultural aspects, time constraints from parents where in some parents cannot make up during school times,

sometimes lack of transportation to attend meetings could also be a barrier for their involvement. Family commitments such as taking care of elders and siblings are some of the barriers for parental involvement. Internal barriers are said to be personal psychological thinking where in some parents are not interested in involving themselves in their child's education (Gonzalez-DeHass & Willems, 2003), parents personal school experiences, for example when a parent has a bad experience from school staff to their first child they do not prefer to involve as they develop a negative perception towards school and staff. Apart from all these one major barriers is most parents are not aware of the importance of their involvements in child's education and some parents think that it is the responsibility of the school to educate their children. Sometimes parents lack proper skills in helping their child and this prevents them from involving themselves in their child's education. The researcher also stated that sometimes teachers also restrict parental involvement as they do not get support from fellow teachers or school leadership. Inexperienced teachers may not intend to involve parents as they do not have enough experience, and experienced teachers do not promote as they have some previous negative experiences with parents. Above all some teachers feel that they do not have adequate information on the family and background of the parent they are dealing with. Thus all these aspects are creating a barrier for parental involvement in school.

Finders & Lewis (1994) states that most families lack information on the importance of their involvement in school and educators are as well not taking appropriate steps in this consideration. As per the researcher most teachers perceive that parents who have low income, working parents, changing family situations are some of the reasons that are causing barriers to their involvement (Smith, Wohlstetter, Kuzin & Pedro, 2011). Apart from this researcher identified that past school experiences, economic situations, time constraints, language and cultural practices also effect parental involvement (Gonzalez-DeHass &

Willems, 2003). Further the researcher states that "instead of assuming that absence means non caring, educators must understand the barriers that hinder some parents from participating in their child's education" (Finders & Lewis, 1994, p.50).

There are many issues in the current education system in every country which requires in-depth analysis. Moroz (2008) in his study focused on issues of education to bring some insight on the participation of parents in the education system at DLLT (District Learning Leadership Team) level. According to the researcher schools students comprise of different cultures, economic and social classes, races with different languages and in order to reach their potentials and becoming responsible by educating them as per the changing circumstances is a challenging for the management of schools. Researcher argues in such situations parental involvement is vital but parents still infrequently involve due to their income status and educational background etc.

Gonzalez-DeHass & Willems (2003) in his research stated that schools generally invite parents to school for attending meetings and conferences but only few schools invite parents to actively participate and engage them in various activities such as involving them in decision making, giving them appropriate training on how to deal with their children at homes. Above all parent-teacher meetings generally do not include any trainings, assistance, guidelines, support or strategies on how to help their child at home. Most educators try to keep safe distance from parents and even though they intend to involve parents they feel that parents could dominate on them and this could bring criticism on institutional curriculum, decisions and methods. Teachers felt that they are not been valued and unnecessarily they are been questioned on their authority. Further the researcher stated that most teachers have a perception that parents have low capabilities and lack skills to handle and assist their children that could be influenced by school practices, culture or history.

Shun-wing Ng (2011) viewed that in the present world of globalization several developments have taken place in educational sector for future developments. Different backgrounds and abilities are used to measure the performance of schools and teachers in the current market conditions for providing a solution to the problems. Considering this aspect the researcher explained how school cultures are obstructed by the innovation of enhanced parental involvement under SBM (School based management) and analyzed the attitudes and perceptions of primary school teachers and principals on parent's involvement and tried to identify the relationship between teachers, value orientations and educational change. It is found that both teachers and principals have recommended for the involvement of parents for educational change but there are three different contradictions viewed by teachers. First some parents welcome innovation. Second it is perceived that innovation is found to be hesitant and conventional, and confirmed resistance to change from parents. Third it is perceived that some parents may take part in implementing change and some may not. Thus the researcher viewed that unless innovation (for involving parents) is taken as a positive aspect, change will be restricted.

Suggested Ways out to Overcome Barriers

Moroz (2008) stated that many strategies evolved to overcome parental involvement challenges and one among them is creation and nurturing of family school community partnerships, this helps families as well as schools by involving parents in decision making process system. Review studies show that parent involvement in children education is beneficial to students. The research suggested that providing opportunities for parent to report encourage for sharing dissenting perspective and enhancement of team community communications will help in overcoming parental involvement barriers. Thus the researcher concludes that this study can help DLLT (District Learning Leadership Team) and other stake

holders in district learning and taking important decisions and varying of team and its members.

According to Griffith (2000), in today's world of competition, many strategies are adopted to increase the parent's involvement in schools especially whose children have low academic achievement with the help of training programs to parents, counseling to parents, workshops etc. Nell (2006) introduced SPARKLE program (The School and Parents Actively Reaching Kids for Literacy Every day). As a part of this program the researcher suggested that parent intervention programs (Gonzalez-DeHass & Willems, 2003) will help in overcoming the internal barriers. This type of program is said to effect parents affective memory perceptions (AMP), capability perceptions (CP), Responsibility perceptions (RP), capability perceptions of literacy (CPL) and Responsibility perceptions of literacy (RPL) (p. iv).

Three concepts were discussed in the study by (Nell, 2006) to identify the barriers of parental involvement such as culture of poverty, institutional discrimination and cultural capital. These concepts are said to explain the difference between parental involvement levels and legitimate issues of educators that help schools to consider for planning, designing, and implementing parent intervention programs or policies. Further researcher suggested that to promote parental involvement it is important to see that there exist a successful relationship between parent and school and this relationship could only be built by developing trust and understanding.

Home school communication was emphasized by Hiatt-Michael (2001). In his book the author refers to the importance of guiding parents on their involvement in their children education. Use of technology will help in improve home – school communication. As per the author technology includes use of telephone, mobiles phones, voice messages, short message

services (SMS) etc. for communicating with parents. It is said that use of such technology will improve two way communication, get immediate feedback and given high comfort levels to both teachers and parents. Further allocating special room for parents meeting in school building gives parents' kind of personality in meeting and discussion. Allocating one day to let parents help and create resources for classrooms which allows parents feel that they are a part of the school.

Merkelyet (2006) in their study state that home-school interactions create high level interaction and communication between parents and school. As per their research it is suggested that sending notes through children, using phone calls to interact or communicate with parents, send newsletters, arranging parents-teacher conferences, teachers visiting child home, creating weekly folders that gives updates of the assignments given and courses completed in the class and open house nights will lead to high level home-school interaction. Conclusions of the research state that school management can use latest technology communication system as electronic portfolios offer unique and modern approaches which help to informing parents about their children's progress, school activities and other related issues.

Thus from the literature review it is understood that involving parents in academics is of vital importance and there are many external and internal barriers that restrict parental involvement in the view of principals, teachers and also parents. In consideration to this, still there is a need to do an extensive literature review to collect more information on the research questions.

Summary

After the completion of chapter two the researcher was able to develop a clear understanding of the barriers to parental involvement in school activities and why it is

important to involve parents in school activities and how it is going to help their child and themselves to learn more about school and their children. Further the literature review study also helped the researcher to identify the different strategies that could be implemented to involve parents in schools and how to overcome the barriers to involvement. The theoretical aspects discussed in this chapter have helped the researcher to develop research questions as well that used in survey questionnaire.

Table 1

Sumarry for Barriers that Affect on Parental Involvementaffect on Parental

Barriers	Study
<ul style="list-style-type: none"> Psychological thinking Lack of recognition and value Low income parents Lack of education Lack of proper skills to involve themselves Lack of trainings, assistance, guidelines or support School management feels that parents could dominate Teachers feel that parents do not value them 	Gonzalez-DeHass& Willems (2003); Finders & Lewis (1994)
<ul style="list-style-type: none"> Lack of education Lack of appropriate school leadership Not allowing to participate in decision making Unavailability of regular performance reports Lack of provide appropriate material Lack of providing information on parent teacher meeting Lack of clarity in information provided to parents Not allowed to participate actively Teachers lack knowledge on the importance of parental involvement Administrators lack knowledge on the importance of parental involvement School administration do not have awareness or motivational programs for teachers Lack of effective parent –teacher communication and collaboration Teachers feedback on students' performance is not clear 	Smith, Wohlstetter, Kuzin& Pedro (2011); Halsey, (2005), Tunks Moroz (2008); Nell (2006)
<ul style="list-style-type: none"> Teachers perceive that parents are not supportive of the school efforts 	Wong (2008)

The following table describes the barriers to overcome parental involvement

Table 2

Summary for Suggestions to Overcome for the Parental Involvement Barrier

Suggestions	Study
<ul style="list-style-type: none">• Parent council	Griffith (2000)
<ul style="list-style-type: none">• Send newsletter, weekly curriculum paper, SMS, Phone	Merkley et.al. (2006)
<ul style="list-style-type: none">• Let the parent share in the planning, decision making	Tunks Moroz (2008)
<ul style="list-style-type: none">• Parent intervention plans• Conduct workshops	Gonzalez-DeHass & Willems (2003)
<ul style="list-style-type: none">• Guide parents on the importance of their involvement• Communicate with the parent by using technology	Hiatt-Michael (2001)

Next chapter will discuss on the methods used for conducting research. This chapter includes discussion on how population for the research has been selected, what amount of sample is been used in research, instrumentation used to measure the responses, research design and finally discusses the procedures and materials used for collecting primary data for this research.

CHAPTER III

METHOD

Introduction

This chapter discussed the research method being used in the study including the population, sample, instrumentation, research design, procedures and materials used for research. In this chapter the researcher discussed the research population in terms of, size of the sample collectively with method of selection, instrumentation used, factors included in questionnaire and finally discussed the procedures and materials have been used by the researcher to build, collect sample and the questionnaire.

Design of the Study

The current study utilized quantitative research method.

A research was implemented in two phases. The first part was a method is represented by close-ended questions, using a Likert scale which consisted of five levels. It addressed the four barriers related to regulations, administration, teacher, and parents. In the final discussion the research presents suggested ways to overcome the parental involvement, and participants were asked to express their level of agreement on the scale of 5.

The second part was represented by an open-ended part was provided to the sample to state a barrier for each category that was not stated in the questions. Participants were asked to add comments on key points that are important for parental involvement in KG activities.

Population and Sample

The researcher decided and chose all Al Ain Educational Office public KGs as his research population specifically speaking; KG administrations side by side with teachers

were the main target. The researcher believes that these are the most effect factors who deal with parental involvement in the KG activities and they could give practical data for answering the research questions. The whole population composed of 17 public KG schools in Al Ain Educational Office. As being mentioned, the population included school administrations; principals, vice-principals and Head of Faculty and teachers all teachers.

A convenience sample was sampling containing 529 school administrations and teachers have been chosen from Al Ain KG schools that are located in urban and suburban areas.

Table 3 describes the demographic of the population in Al-Ain Educational Office kindergarten staff.

Table 3
Numbers of the School Administration and Teachers in Al Ain Kindergarten as Provided by Al-Ain Educational Office and Respondent Participants

position	Number	Responses
Arabic principal	12	6
Non Arabic principal	3	1
Arabic vice principal	18	11
Non-Arab vice principal	2	2
Arabic Teachers	205	176
Non- Arab Teachers	194	103
Activities Teachers	64	Include Arabic teachers
Arabic HoF	14	14
English HoF	17	6
Total	529	319

Instrumentation

A survey questionnaire was designed to measure teacher and school administration perceptions on barriers to parental involvement in KG activities. Survey is said to be a systematic method for collecting data from interested population. Surveys are quantitative in nature and helps in collecting information from the sampled population so that the results could be presented easily. A large sample of population could be included for surveys which is not possible through interviews. Surveys reduce interviewer bias (Conducting survey research, 1999). Thus, this research has chosen survey method to collect information. In the process of constructing the survey this research focused on the barriers to parental involvement that includes four categories. The first category included factor related to regulations; the second factor related to the administration; the third factor related to teachers; and the fourth factor was barriers to parental involvement. Based on the survey results, this research provided suggested ways to overcoming barriers to parental involvement. Survey questions have been developed through extensive literature review on school administration, teachers and parent's partnership.

Design of Questionnaire

Quantitative questions are closed ended and included multiple choice questions. Respondents were asked to choose among the possible set of answers that are closely related to their perceptions. Closed ended questions helps in managing the responses, easy and fast to answer, easy to code research results. Apart from items related to school administration and teacher's perceptions on barriers to parental involvement, the questionnaire also included general demographic questions such as age, experience, marital status, etc. Feedback given by participants has helped the researcher to refine the questionnaire (Siniscalco & Auriat, 2005). At the end of each category, open- ended questions were provided for which

participants were required to write barriers other than the ones stated in the questionnaire part.

General Information of Respondents

The survey responses were measured based on a five point Likert scale. Likert scale is a psychometric response scale used in questionnaires to obtain respondents preferences or degrees of agreement to the given statements. They are non-comparative scaling techniques and are un-dimensional in nature. In this type of scales respondents were asked to indicate their level of agreement with to the given statement using an ordinal scale (Bertram, p.1). The response had options ranging from strongly agree to strongly disagree (Strongly Agree =5, Agree = 4, Not Decide = 3, Disagree = 2, and Strongly Disagree = 1). This type of scale helped in understanding the perceptions of the respondents (Bertram, 2012). In this study, the collected data were analyzed using SPSS version 19 which is a computer program used for statistical analysis. Responses were collected based on degree of agreement that used numerical indication (1 -5). Thus, data was of numerical type. This study analyzed the collected data using descriptive statistics that includes numbers, tables, charts and graphs which is further used to describe, organize, summarize and present data (Data Analysis: Describing Data - Descriptive Statistics).

Establishing Validity

Validity is the accuracy that assesses the specific concept the researcher was attempting to measure. Validity of the survey questionnaire has been verified using content validity. As part of establishing validity for developing questionnaire, the researcher at the first stage viewed the past literature review, then at the second stage the researcher chose the major factors that prevented parental involvement such as parent's level of education, family

background, personal responsibilities, income etc., and then the researcher developed the questionnaire.

Content validity helped in subjective measurement and appropriateness of the items in the questionnaire with the help of reviewers who have some knowledge on the chosen subject. So at the third stage the researcher produced the developed questionnaire to some specialists; educational practitioner, school administration etc., working in the field of education for their review and comments on the questions.

In the fourth stage, the researcher translated the questionnaire to the Arabic language and it was reviewed by a professor who teaches Arabic language. Seven specialists from the field of educational leadership judged the instrument, and gave comments on each item accordingly. At the fifth stage, the researcher modified the questionnaire based on the comments provided by the specialists.

At sixth stage, the researcher conducted a pilot study in one of the schools to see if there are any unclear statements or questions and necessary changes were made in the questionnaire and further this school has been excluded from the questionnaire and from the research sample.

Establishing Reliability

Reliability is the extent to which a questionnaire or measuring procedure gives the same result on the same trials. Reliability is only concerned with the accuracy of the measuring procedure (Miller). Cornbach's alpha was applied to estimate the internal consistency reliabilities. Cornbach's alpha was used for testing reliability because the items have more than one scores (1-5). One of the effective uses of instrument and performance

tests like Likert scale where numbers are used to represent the responses is best suitable for analyzing internal consistency using Cronbach's alpha.

Cronbach's alpha for the questionnaire was 0.817, which indicates high reliability.

Respond

The survey questionnaire collected during two weeks. From the total 529 questionnaires distributed only 329 responses were considered for the study. Ten questionnaires were excluded as most of the questions were not answered. Responses that were filled by the secretary staff were also excluded from the survey as being mentioned in the position "secretary".

Procedures

As a first step this research collected theoretical background from extensive review of literature and reading that requires background identifying issues related to the chosen topic. Secondly the researcher developed survey questionnaire based on the theoretical background and the researcher experience.

Secondly, the questionnaire was translated to the Arabic language and represented the Arabic version for experts to check it.

The survey questions were presented to expert panel; professors to validate the items in the questionnaire. Comments from experts included changing some negative statement to positive, starting the sentence with present tense, structure, delete some question such as "School does not provide appropriate material on child's academic activities to be done at home so parents resist themselves.", etc. Once the questions were validated, necessary changes were made in the questionnaire.

Thirdly, the researcher identified the importance of conducting a pilot study. Pilot testing helps in identifying the adequacy of research instrument, assess feasibility of a study, if the instrument is realistic, workable, likely success of the designed instrument and many more (Teijlingen & Hundley, 2001). To know the clarity in questions, a pilot study was done in a school, and this school was excluded from the sample, and a final draft of the questionnaire was prepared.

Fourthly, the researcher obtained permission from ADEC to distribute the questionnaire in the sampled schools. The questionnaire was distributed and collected from the schools during May 2012.

After collecting responses, data was uploaded into SPSS in Jun 2012. Further collected data was coded, encoded and analyzed during August and October 2012. Data was explored to check if all information is included and foresee if data was entered appropriately. Next the researcher checked normality of data, frequency and percentage of demographic data done. Later, the mean for each category computed to check which questions in each factor effects. And then, the open ended questions were collected and reported.

Finally, research finding, results, conclusion and the draft of research report was prepared in November 2012. The first draft of the research report was submitted to the advisor in November for review and comments.

Summary

After the completion of this chapter, the researcher developed a clear understanding on how the population and sample was selected, which organizations were chosen for the study and how many participants were included in the survey. The survey instrumentation gave information on how the survey was designed and what type of questions was asked in

the questionnaire. The general information of respondents gave information on how the questionnaire was designed and results would be measured. Through establishing validity and reliability the researcher intended to discuss how the survey questionnaire was referred to expert panel to identify the mistakes if any. This helped the researcher to develop a clear questionnaire for the respondents. Through design the questionnaire, the researcher discussed the type of questions used in the survey and what they related to. Finally, the procedure explained by the researcher helped the researcher and also readers to have a clear understanding on how the research steps were accomplished and what steps were followed, how and when.

The next chapter discusses the survey questionnaire results that were entered into SPSS program. This chapter discusses the results in three parts. Part A displayed and discussed the results of the survey questionnaire and general information of the participants. Part B displayed and discussed the results of the survey questionnaire and barriers for the parental involvement in the kindergarten. Part C displayed and discussed the results and suggested ways to overcome parental involvement from school administration and teachers perspectives. And finally, part D discussed open-ended questions and their results.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

This chapter discussed the survey questionnaire results that were entered into SPSS program. This chapter is divided into four parts (A, B, C& D). Part A showed the results of the survey questionnaire and discussed the general information of the participants. Part B was the quantitative part and showed the results of the survey questionnaire and discussed parental involvement barriers in KG activities. This part was divided into four categories (category I – regulations, category II - administration, category III - teachers and category IV – parents). This part showed results in terms of mean (M), standard deviation (SD), percentage, and frequency. Part C showed the results and discussed the results on suggested ways to overcome parental involvement from school administration and teachers perspectives. Finally, part D showed the results for the open ended questions part, where in respondents was asked to write comment if any or include barriers and suggestions from their point of view. After collecting the questionnaires researcher entered the results into SPSS program which were displayed in tables in the form of frequencies and percentages.

Part A – General Information of Participants

This part provided general information for the participants who respond to the questionnaire. It represented the demographic information, such as position, age, nationality, experience, level of education, marital status, and if they have a children. The researcher used frequency statistic for analyses this part.

Table 4

Frequency and Percentage of the Participants' Position

Position	N	%
Principal	7	2.2
vice principal	13	4.1
Head of Faculty	20	6.3
Teacher	279	87.5
Total	319	100.1

Table4 shows that majority of participants about87.5% are teachers (N=279). Next looking at the percentage of participants head of faculties represented nearly 6.3% (N=20), while vice principals represented about 4.1% (N= 13). Principals were found to be the least who represented about 2.2% (N= 7) only. Propones were found to be the least as 8 of them didn't repose and 2 found to be without principals. As we see the sum makes around 100% as the SPSS does not calculate the fractions.

Table 5

Frequency and Percentage of the Participants' Age

Age	N	%
20 – 25	13	4.1
26- 35	178	56.0
36- 45	101	31.8
46 – 55	19	6.0
56 and more	7	2.2
Total	318	100.1

By looking at the total number we can see that the sum makes around 100% as the SPSS does not calculate the fractions. Table 5 displays the age of the participant. Of the total respondents it is seen that majority of participants were between 26 – 35 years (N=178). Next respondents between age group 36 – 45 represented making about 31.8% (N=101), about 6% (N=19) participants were between 46-55 and around 4.1% (N=13) participants were between

20 – 25 years. Finally participants who were between 56 and more represented the least which was nearly 2.2% (N=7) only.

Table 6
Frequency and Percentage of the Participants' Experience

Experience	N	%
1-3	35	11.0
4-7	94	29.6
8-12	91	28.6
13 and more	98	30.8
Total	318	100.0

Table 6 indicates that the highest percentages of the participants are those who had experience of 13 and more years that represented 30.8% (N=98). Further 29.6% (N=94) of the participants had 4-7 years of experiences, 28.6% (N=91) of the participants had 8-12 years of experience, and the least experience was 1-3 year only which represented 11% (N=35).

Table 7
Frequency and percentage of the participants' Nationality

Nationalities	N	%
UAE	174	54.5
Arab	32	10
Non-Arab	113	35.5
Total	319	100

Looking at the nationalities of participants it is presented in table 7 we can see that the highest percentage of the participants were from UAE nationals who represented 54.5% (N=174), while 35.4% (N=113) were non-Arabs and 10% (N=32) of the participants were found to be Arab nationality.

Table 8

Frequency and Percentage of the Participants' Level of Education

Level of Education	N	%
Diploma	13	4.1
Bachelor in education	231	72.4
Non-educational Bachelor	13	4.1
Master	58	18.2
Doctorate (PhD)	4	1.3
Total	319	100.1

By looking at the total number we can see that the sum makes around 100% as the SPSS does not calculate the fractions. Considering the percentage of participants' level of education table 8 represents that the highest percentage of the participants were bachelors who represented 72.4% (N=231). Participants with Master degree represented 18.2% (N=58), participants with diploma and non-educational bachelor degree were of the same percentage which represented 4.1% (N=13) for each of them. Only 1.3% (N=4) of the participants were found to be PhD holders.

Table 9

Frequency and Percentage of the Participants' Marital Status

Marital Status	N	%
Married	220	69.2
Un married	98	30.8
Total	318	100.0

From the results displayed in table 9we can see that the highest percentage of participants were married, which represented 69.2 % (N=220) and 30.8% (N=98) are unmarried.

Table 10

Frequency and Percentage of the Participants' Children Statue

Have children	N	%
Yes	223	69.9
No	96	30.1
Total	319	100.0

Table 10 shows that 69.9% (N=223) of the participants had children, while 30.1% (N= 96) of them did not have children.

Part B: Close Ended Questions

This part states the barriers for parental involvement in the kindergartens. These barriers/factors include four categories, are arranged as scales from strongly agree to strongly disagree. Data for each category include mean, SD, percentage, and frequency for the most important factor for each category. Later correlation between demographic information and the most important item was calculated, and percentage for each respondent was computed to conclude the factor that effect on the participant.

Category I: Regulations

This category represents barriers relating to the “Regulations” as a system, which prevents parent from being engaged in the KG activities.

Table 11

Mean, Percentage, and SD for RegulationsCategory

Barriers that related to regulations category	N	Mean	SD	Percentage of agreement
Missing of social workers in KG schools creates a gap between the parents and KG	281	4.27	.963	90
The time of parent meeting is convenient for them.	261	3.81	1.02	82
Parents are not allowed to actively participate in academic activities, so they not involve in the KG activities.	263	2.41	1.15	28
Parents are not allowed to meet teacher other than in parent – teachers meeting	286	2.35	1.24	27

From table 11, it is understood that the mean of the first and the second statements, "Missing of social workers in KG schools creates a gap between the parents and KG", is the highest percent of agreement in Regulations and "The time of parent meeting is convenient for them" represented 4.27 (90%) and 3.81(82%). For third and fourth statements "Regulations" and "Parents are not allowed to meet teacher other than in parent – teachers meeting" means represented 2.14 (28%) and 2.35 (27%) which shows that participants had disagreement with these two statements.

To determine what is the most important factor regarding the Regulations barriers, the researcher had calculated the percentage of each items that are represented in table 12.

Table 12

Important Factor Barrieries in the Regulations

Important Factor Barrieries in the Regulations	N	%
Missing of social workers in KG schools creates a gap between the parents and KG	139	51
The time of parent meeting is convenient for them.	58	21
Parents are not allowed to actively participate in academic activities, so they not involve in the KG activities.	39	14
Parents are not allowed to meet teacher other than in parent – teachers meeting	39	14
Total	275	100

From table 12 it is understood that Regulations is still obtaining the highest percentage for the first question factor which is represented by 51% (139) for the statement, "Missing of social workers in KG schools creates a gap between the parents and KG. For the statement "The time of parent meeting is convenient for them "represented 21% (58). The lowest factor is the third and fourth question which was seemed to have equal percentage 14% (39).

Table 13

Detail for the Nationalities of the Participant who Respond to the Missing of the Social Worker Question and Nationalities of them.

Nationalities	Missing of social workers in KG schools creates a gap between the parents and KG			
	Disagreement	%	Agreement	%
UAE	7	2%	153	54%
Arab	3	1%	26	9%
Non-Arab	17	6%	75	27%
Total	27	9%	254	90%

From the results shown in table 13it is understood that the UAE nationality participants had obtained the highest agreement represented by 54% (N=153), non-Arab nationality participants scored27% (N=75) agreement whereas the lowest agreement was for the Arab participants represented by 9% (N=26).

Table 14

Detail for the Experience of the Participant who Respond to the Missing of the Social Worker Question.

Experience	Missing of social workers in KG schools creates a gap between the parents and KG			
	Disagreement	%	Agreement	%
1-7	9	3%	17	6%
8 and more	102	36%	152	54%

Table 14 indicates that participants had shown a high agreement for statement “Missing of social workers in KG schools creates a gap between the parents and KG.” and these participants had eight and more years of working experience, represented by 54% (N=152). Remaining 6% (N17) participants showed disagreement and they were having seven and less years of experience.

Category II: Administration

This category represents barriers that related to the school administration, which could be a reason for preventing parental involvement in the KG activities.

Table 15
Mean, Percentage, and SD for Administration Category

Barriers that related to Administration category	N	Mean	SD	Percentage of agreement
School administration or educators take appropriate steps for involving parents in KG	275	4.07	.898	89
Administration of kindergarten provides enough information about meeting (time, schedule ...)	289	4.07	1.020	87
Administration provides guidance to parents on the importance of their involvement in KG	261	3.84	1.081	81
School administration provides trainings and assistance program for parents on how to help their children at home	242	3.33	1.297	62
School administration provides awareness or motivational programs for teachers for encouraging parental involvement	252	3.30	1.295	62
Parents are not informed properly about the parent-teachers meeting or events which create a barrier for parental involvement in KG activities	297	3.32	1.410	60

Table 15 presents data collected from administrations concerning their responses to parental involvement in KG activities. It can be seen that the first three questions represented 80%, "School administration or educators take appropriate steps for involving parents in KG", "Administration of kindergarten provides enough information about meeting (time, schedule) ", and "Administration provides guidance to parents on the importance of their involvement in KG". While the next three questions in the earliest was the 60%, "School administration provides trainings and assistance program for parents on how to help their children at home", "School administration provides awareness or motivational programs for teachers for encouraging parental involvement", and "Parents are

not informed properly about the parent-teachers meeting or events which create a barrier for parental involvement in KG activities".

To determine the most important factor regarding the administration barriers the researcher calculated the percentage of each item which is shown in table 16.

Table 16

Important Item in the Administration Category

Important Item in the Administration Category	N	%
Parents are not informed properly about the parent-teachers meeting or events which create a barrier for parental involvement in KG activities	56	21
School administration provides awareness or motivational programs for teachers for encouraging parental involvement	48	18
Administration of kindergarten provides enough information about meeting (time, schedule ...)	47	18
Administration provides guidance to parents on the importance of their involvement in KG	45	17
School administration provides trainings and assistance program for parents on how to help their children at home	42	16
School administration or educators take appropriate steps for involving parents in KG	30	11
Total	268	101

The above table 16 showed that nearly 268 making about 100% responded to this section as the SPSS does not calculate the fractions. The table showed the highest percentage of the administration factors question "Parents are not informed properly about the parent-teachers meeting or events which create a barrier for parental involvement in KG activities" which represented 20.9% (56), second level of the administration category represented 18% (48), for statement "School administration provides awareness or motivational programs for teachers for encouraging parental involvement". Lowest percentage 11% (30) was given for the question "School administration or educators take appropriate steps for involving parents in KG ".

For having a thorough understanding of the participants who responded to the statement, “Parents are not informed properly about the parent-teachers meeting or events which create a barrier for parental involvement in KG activities”, the researcher calculated the percentage of the participant nationalities which is shown in table 17.

Table 17

Detail for the Nationality of the Participant who Respond to the most Important Question in the Administration Category

Nationalities	Parents are not informed properly about the parent-teachers meeting or events which create a barrier for parental involvement in KG activities			
	Disagreement	%	Agreement	%
UAE	37	12%	128	43%
Arab	13	4%	17	6%
Non-Arab	68	23%	34	11%
Total	118	40%	179	60%

From the table 17it is seen that UAE nationality participants had the highest percentage for agreement for the statement, which represented 43% (N=128). While the non-Arab and Arab nationality participants showed only 11% and 6% of agreement. This means that the UAE nationality participants feel that the administration does not inform the parent well for the meeting.

Category III: Teachers

This category represents barriers that related to the teachers, who could be a reason for preventing parental involvement in the KG activities.

Table 18

Mean, Percentage, and SD for Teachers Category

Teachers category	N	Mean	SD	Percentage of agreement
KG's teachers are aware of the importance of parent involvement in KG activities.	304	4.51	.591	98

Table 18 (continued)

Teacher's beliefs regarding the role of parents as supporters help them to involve parents in KG activities.	274	4.39	.610	98
Good relationship between teacher-parent encourages them to involve in KG activities.	301	4.31	.660	96
Teachers feel that they are valued by parents, so they motivate to involve them in KG activities	237	3.73	1.002	81
Teacher's feedback on students' performance is not clear to parents, so parents don't encourage involving themselves in KG activities.	256	3.15	1.303	54

Means of table18 indicates that the most significant response was given to the statement "KG's teachers are aware of the importance of parent's involvement in KG activities" with 4.51 (98%) and the next statement, "Teachers beliefs regarding the role of parents as supporters help them to involve parents in KG activities "represented by 4.39 (98%). The lowest mean represented as 3.15 (54%) which was given to the "Teachers feedback on students'. Performance is not clear to parents, so parents seem not to be encouraged to be involved in KG activities "however this statement had the highest SD.

To determine the most important factor regarding the teachers' barriers, the researcher calculated the percentage of each the items which were shown in table 19.

Table 19

Important Item in the Teachers Category

Important Item in the Teachers Category	N	%
Good relationship between teacher-parents encourages them to involve in KG activities.	83	31
Teacher's beliefs regarding the role of parents as supporters help them to involve parents in KG activities.	75	28
KG's teachers are aware of the importance of parents' involvement in KG activities.	41	16
Teachers feel that she is valued by parents, so they motivate to involve them in KG activities	38	14

Table 19 (continued)

Teacher's feedback on students' performance is not clear to parents, so parents don't encourage involving themselves in KG activities.	27	10
Total	264	99

Looking at the total number in table 19 we can see that the sum makes around 100%.

The means displayed representation is one of the highest responses given to the statement "Good relationship between teacher-parents encourage them to involve in KG activities", which represented 31% (83). The next statement scored high was "Teachers beliefs regarding the role of parents as supporters help them to involve parents in KG activities" represented with 28% (75). Finally, the lowest mean represented by 10% with (27) responses was given to the statement "Teachers feedback on students' performance is not clear to parents", so parents don't encourage involving themselves in KG activities".

To investigate responses in more details concerning the participant who responded to the statement "Teachers feedback on students' performance is not clear to parents, so parents don't encourage involving themselves in KG activities", the researcher calculated the percentage of the participant nationalities to more understand level of agreement based on nationalities of whose results are shown in table 20.

Table 20

Detail for the Nationalities of the Participant who Respond to Question" Teachers Feedback on Students' Performance is not Clear to Parents".

Nationalities	Teachers' feedback on students' performance is not clear to parents, so parents don't encourage to involve themselves in KG activities.			
	Disagreement	%	Agreement	%
UAE	51	20%	92	36%
Arab	11	4%	19	7%
Non-Arab	55	21%	28	11%
Total	117	46%	139	54%

From table 20 it is understood that 36% of the participant who respond to this statement were UAE nationals, while 11% of them were non-Arabs. The lowest participants were from Arab county, this may be because their Arab and non-Arab participants were low in respondents.

Category IV: Parents

This category represented barriers that related to the parents themselves, which showed the barriers that prevent them from involving in the KG activities.

Table 21
Mean, Percentage, and SD for Parents Category

Parents category	N	Mean	SD	Percentage of agreement
Divorce and family fragmentation effects on parents involvement	254	4.20	.947	89
Family commitments create a barrier for parents to involve in KG activities.	250	3.93	.929	86
Most parents believe that educating their children is only KG responsibility.	255	3.91	1.136	80
Parents think that KG is a playing stage, so they don't bother themselves in involvement	258	3.74	1.215	74
Previous negative experiences in the KG create a barrier for parents to involve in KG activities.	207	3.35	1.155	65
Working parents show interest in involving themselves in KG activities	209	3.22	1.155	59
Parents have enough knowledge about the importance of their involvement.	237	3.18	1.243	57
Parents refuse to participate in KG activities as they are not allowed to participate in decision making	206	2.80	1.215	42

Means and SD showed in table 21 indicated that highest agreement is given to the first statement t "Divorce and family fragmentation effect on parents involvement", whose mean represented 4.20 making (89%). The next statement which had the highest agreement from the participant is "Family commitments creates a barrier for parents to involve in KG

activities", which represented 3.93 mean (85.6%), and .929 SD, the lowest mean in this factor is represented for the last statement "Parents refuse to participate in KG activities as they are not allowed to participate in decision making", which represented a means of 2.80 (42.20%), and SD 1.215.

To determine what is the most important factor regarding the parents barriers, the researcher calculated the percentage of each item whose results are shown in table 22.

Table 22

Important item in the Parents category

Important item in the Parents category	N	%
Most parents believe that educating their children is only KG responsibility.	62	24
Parents think that KG is a playing stage, so they don't bother themselves in involvement	61	24
Parents have enough knowledge about the importance of their involvement.	39	15
Divorce and family fragmentation effect on parents involvement	37	14
Family commitments create a barrier for parents to involve in KG activities.	30	12
Parents refuse to participate in KG activities as they are not allowed to participate in decision making	11	4
Working parents show interest in involving themselves in KG activities	9	3
Previous negative experiences in the KG create a barrier for parents to involve in KG activities.	9	3
Total	258	99

Looking at the total number in table 22 we can see that the sum makes around 100%. As shown above, the highest mean for parents' factor was given for the last statement "Most parents believe that educating their children is only KG responsibility", which represented 24% (N=62), the next factor that affects to the parents is the statement, "Parents think that KG is a playing stage, so they don't bother themselves in involvement", which represented 24% (N=61). The last agreement factor is for third statement "Working parents show interest in involving themselves in KG activities" which represented only 3% (N=9)".

Part C: Suggested Ways to Overcome Parental Involvement Barriers from School Administration and Teachers Perspectives.

This category helped in providing suggested ways to overcoming the parental involvement barriers, also it contributed to improve children enrolment in KG.

Table 23
Mean and SD for Suggestions for Overcoming the Barriers

Suggestions	N	Mean	SD
Communicate with parents by using modern technology, such as emails, cell phones, massage	319	4.29	1.002
Sending a questionnaire to parents to know their level of satisfaction on KG's activities and their suggestions.	318	4.09	1.059
Promote parents to volunteer to teach in classroom one day or one period	319	3.93	1.135
Give parents opportunity to come and share teaching and KG trips responsibility	314	4.06	1.006
Hold an open day at the end of each unit to let parents share.	317	4.09	1.080
Send newsletter, weekly curriculum paper, and events for parents	319	4.46	.867
Let parents volunteer in the KG responsibilities , such as class room producing resources	318	4.27	.967
Promote active parents by sending their work (worksheet or project) as homework for students, or hang it in the front of classroom.	318	4.19	1.014
Let parents share in the KG plans, curriculum and decision making in parents council	318	3.52	1.285

Means and SD shown in table 23 indicating that the highest agreement was given to the sixth statement "Send newsletter, weekly curriculum paper, and events for parents", which represents a mean 4.46, and represents 88.6% (N=283). The next statement "Let parents volunteer in the KG responsibilities, such as class room producing resources", showed agreement with a mean of 4.27 and 0.967 SD, and represented 83.6% (N=266). Lowest mean in this factor is given for the last statement "Let parents share in the KG plans, curriculum and decision making in parents' council", which had 3.52 mean, and SD 1.285.

To determine what is most important factor regarding the suggested ways which overcome the barriers, the researcher calculated the percentage of each items as shown in table 24.

Table 24

<i>Important item in the Suggestions for Overcome the Parental Involvement Barriers.</i>		
Important item in the Suggestions for Overcome Barriers.	N	%
Communicate with parents by using modern technology, such as emails, cell phones, message	54	22%
Gives parents opportunity to come and share teaching and KG trips responsibility	33	13%
Let parents share in the KG plans, curriculum and decision making in parents council	31	12%
Hold an open day at the end of each unit to let parents share.	30	12%
Send newsletter, weekly curriculum paper, and events for parents	26	10%
Let parents volunteer in the KG responsibilities , such as class room producing resources	21	8%
Sending a questionnaire to parents to know their level of satisfaction on KG's activities and their suggestions.	15	6%
Promote active parents by sending their work (worksheet or project) as homework for students, or hang it in the front of classroom.	13	5%
Total	249	98 %

Looking at the total number in table 24 we can see that the sum makes around 100%. From table 24 it is understood that highest agreement is given for the first suggestion statement "Communicate with parents by using modern technology, such as emails, cell phones, messages" which represented22% (N=54), next statement which had agreement is "Let parents share in the KG plans, curriculum and decision making in parent council" which represented 12% (N=31). The lowest percentage of agreement is given to the suggestions statement "Promote active parents by sending their work (worksheet or project) as homework for students, or hang it in the front of classroom that is represented by 5% (N=13)".

Part D: Open Ended Questions

The open ended part focused on giving the participants a chance to express their concerns, obstacles and expectations concerning parental involvement in KG activities. This part investigated new factors that show effect on the parental involvement which was not mentioned in the questionnaire. Responses of the participants indicated that there were three points to be included in the questions.

In the Regulations category the participants emphasized on lack of the translators in the schools, which indicated that there is a language barriers between English Medium Teachers (EMTs) lead to avoiding dealing with an EMT and preferred to deal with a local teacher instead. Other issues raised in this field have to do with the lack of coordination between meeting schedules (more than one parent has several meetings in the same day) which made parents prefer to go to upper grade teachers ignoring going to KG level teachers.

In administration category, participants argued upon the method of passing information during parents meeting. The method which is represented by merely a paper or letters were send with the children, and most of the parents do not receive it for example sometimes children lose it in the bus or somewhere else during play the school day or in the way home. Other concerns increased in this category are unavailability of the receptionist to answer the school phone and respond for the parent's enquires.

One of the most important factors that EMTs believed and experienced is that there is a language barriers that prevents them to communicate with the parents, also they attributed that there are few cultural barriers that create a barrier to parental involvement. They feel that they do not know how to deal with the parents in a suitable way. Next participants felt that there are some barriers related to the parents, that are not mentioned before such as lack of understanding of early childhood education needs, lack of transportation, parents feeling shy,

and language barriers that are preventing parents from participating in the KG (for example parents from non-Arab countries). Participant stated that most of the time parents do not know how to take part in the KG activities because teachers or administration do not guide or support them.

These findings were supported by the research done by Nell (2006), where the author states that some teachers and principals think that parents do not actively participate in their child's education as some of the external and internal barriers restrict them from being involved in their child academics and school activities. According to the researcher, external barriers include different goal sets by school, **language barriers, cultural aspects**, time constraints from parents where in some parents cannot make up during school times, sometimes **lack of transportation** to attend meetings could also be a barrier to their involvement. Apart from all these one major barriers is most **parents are not aware of the importance of their involvements in child's education** and some parents think that it is the responsibility of the school to educate their children. Sometimes **parents lack proper skills** in helping their child and this prevents them from involving themselves in their child's education. The researcher also stated that sometimes teachers also restrict parental involvement as they do not get support from fellow teachers or school leadership. Inexperienced teachers may not intend to involve parents as they do not have enough experience, and experienced teachers do not promote as they have some previous negative experiences with parents. Above all some teachers feel that they do not have adequate information on the family and background of the parents they are dealing with. Thus all these aspects are creating a barrier for parental involvement in school.

Several suggestions were given by respondents. Some respondent emphasized on school role in conducting competitions and give certificate for parents who participate more.

Other suggestions include providing transportation, social worker and receptionist in the KG. Few respondents suggested to plan for creating parents council and let them encourage other parents to participate in the KG. Some participants argued that KG should conduct meetings for involving both parents also. This can be supported by the emphasis put by Nell (2006) to introduced SPARKLE program (The School and Parents Actively Reaching Kids for Literacy Every day). This type of programs helps parents to involve themselves more actively in their children academics. Further researcher suggested that educators should consider for planning, designing, and implementing parents' intervention programs or policies. Further researcher suggested that to promote parental involvement it is important to see that there exist a successful relationship between parents and school and this relationship could only be built by developing trust and understanding.

Few participants suggested that administration should send messages (SMS on mobiles/emails) for meeting from ADEC website to assure that all parents are informed of the activities. This can be supported by the research done by Moroz (2008) which suggested that providing opportunities for parents to report encourage for sharing dissenting perspective and enhancement of team community communications will help in overcoming parental involvement barriers.

Summary

Data Analysis is presented in three parts in this chapter, A, B, C, and D. Part A presented the demographic information of the participants such as position, age, nationalities, level of education, experience, marital status, number of children. The demographic data were statically analyzed using the frequency and percentages.

Part B discusses about barriers related to Regulations, administration, teacher and parents. The findings of the questions were analyzed and displayed in three deferent kinds of

tables. The first table presents the mean and standard deviation, the second table presents frequency and percent of agreement for the most important question. Finally the custom tables were presented for the most important question and demographic information.

Part C provided suggested ways to overcome barriers on parental involvement. At the end participant required to write the important suggestions form their own point of views, and the result collected and reported.

Finally, part D was open-ended questions part. Participant views on alternative barriers that affect parental involvement in KG activities were discusses. This part helped the researcher to find external barriers that were not mentioned in the questionnaire statements. The participant responses were collected and presented at the end of the chapter.

The next chapter discussed the finding of the study based on the analysis done in chapter four. The researcher discussed results with the support of previous studies. The finding of the search shows the factors that effects parental involvement. Finally the researcher discusses suggested ways to overcome barriers that prevent parents from involving in kindergartens activities.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

Introduction

As seen in chapter one of this research, which discussed the major concepts of the chosen topic and then briefly introduces to the topic with the statement of problem, why it is important to do this research, what is the scope and what problems this research has faced. Further chapter 1 also discussed major research questions that helped the researcher to identify what this research is trying to find out. Next chapter two discussed in detail the review of past literature that is chosen from various journals and articles. Literature review was based on three major concepts that focus on barriers to parental involvement, importance of parental involvement and strategies to overcome the identified barriers. This chapter gave a strong theoretical background to this research. It also helped the researcher to develop research questions. Next chapter three of this research discussed in detail the research method that includes discussion on process of collecting population and sample and what methods have been used to analyze the data, how the questionnaire was build, reviewed, distributed and responses received. Chapter four of this research showed the results of the survey based on the categories. The results were discusses in percentages, frequencies, mean, and standard deviation.

DISCUSSIONS

This chapter discussed the findings of the study based on the analysis done in chapter four. Discussion of results was done based on research results with the support of previous studies. The finding of this research showed the factors that affects parental involvement, and answered two research questions, and one sub question. First question answers were divided into four sections. Section one discusses results obtained on barriers factors related to Regulations, section two discussed results obtained on barriers factors related to

administration, section three discussed results obtained on barriers factors related to teachers, and section four discusses results obtained on barriers factors related to parents. Second question investigate for the important barriers for each categories. At the end this research discussed the answers of third research question. Further this researcher provided some suggested ways to overcome barriers that prevent parents from involving in kindergartens activities.

First Research Question

1. What are the barriers that influence parental involvement in KG activities from the perspective of school administrations and teachers?

Barriers Related to Regulations and the Most Importance Barriers in the Regulations Category.

According to the results obtained on the factors related to Regulations, it is clear that missing of social workers in kindergartens is creating a gap between KG and parents. It is seen that experience, and nationalities had an effect on this factor. It is understood that majority of national teachers, which had 54% agree and 27% of non-Arab teachers feel that there is a need for social workers in KG. Participants who had more than eight year of experience viewed unavailability of social worker¹ as a barrier to parental involvement. Previous studies show that social workers are very important in the school. According to a report of National Association of Social Workers (2010) it is stated that social workers play a vital role in educational and school setting. They work with in school system and provide services to students thus helping them in improving their academic performances and emotional wellbeing.

¹At the end of 2003 ministry of education set policy that say no social worker in the KG and keep them only in primary, middle, and secondary schools, as there are not enough social worker in the field, and it has only for upper grades.

Most of the participants were teachers, and 55% of them were Local teachers, while 34% were Non-Arab. Non-Arab teachers thought that lack of translator in schools acts as a barrier for communication with parents due to which parents prefer to deal with Arabic-speaking language teacher rather than to discuss with non-Arab teachers.

Most parents have more than one child and as these children are enrolled in various schools they had to attend parents meetings in the different schools. The participants see that there is a lack of coordination in parent meeting due to the system or zone that is considered as a barrier for parental involvement, so they give priority for upper stage rather than KG stage.

Barriers Related to the Administration and the Most Important Barriers in the Administration Category

Eighty percent of the participants agreed with the idea that administration should provide information concerning meeting, guidance to parents clarifying the importance of their involvement. This finding is supported by the study of (Hiatt-Michael, 2001) which states that parents must be informed much prior to the meeting schedules and meeting should aim at guiding them and encouraging them to involve in school activities. For the questions "School administration provides trainings and assistance program for parents on how to help their children at home", and "School administration provides awareness or motivational programs for teachers for encouraging parental involvement", percentage of participants agreement was around 60%, which means that 40% of them did not agree and tend to say that school administrations does not provide any awareness, and guidance for the parents in the meetings, which goes with study of (Gonzalez-DeHass & Willems, 2003) who state that parents-teacher meetings generally do not include any trainings, assistance, guidelines, support or strategies on how to help their child at home.

Sixty percent agreed with the statement, "Parents are not informed properly about the parents-teachers meeting or events which create a barrier for parental involvement in KG activities", which showed that parents are not informed properly about parents-teacher meeting, and the most important items in administration factor 20% of the participants agreed that this is most important item in this category. Forty three percent of the participant showed agreement for this question, while only 11% of non-Arab nationality participants agreed. They mentioned later in the open ended questions that children lose meeting invitation paper, which is common in the school to send paper invitation for the meeting which is supported by (Merkley et.al. 2006) in their study who state that *"common examples of home-school interactions include notes and phone calls, newsletters, parents-teacher conferences, home visits, weekly folders, dialogue journals, and/or open house nights"*(p.12), and it is rare to send SMS messages for them. Also the participants talked about informing parents just before one day to meeting as a barrier for involvement their involvement.

Barriers Related to the Teachers and the Most Importance Barriers in the Teachers Category

It is seen that participants agreed with most of the question in the teachers category, also they tend to view that relationship is the most important factor that show effect on parental involvement. But as seen in the mean schedule, 54% of the participants agreed with the question, "Teachers feedback on students' performance is not clear to parents, so parents don't encourage involving themselves in KG activities" which means that they saw unclear feedback is a barrier to parental involvement. It is seen that UAE nationals had 36% of agreement for this question, while non-Arab teachers agreed on 11% only. Which shows that UAE teacher's feedback is not clear to the parents, it could be because the participants responded for this question had eight and more years of experience, so they could have low motivation towards teaching carriers, or had a bad experience with parents.

Non-Arab teachers feel that the culture of the UAE parents differ from their culture. So they are not willing to participate with them in an appropriate way, so they prefer to develop awareness on dealing with them. Even ADEC try to give them a course on the UAE culture but they need time to deal with the culture. This factor is supported by the study of (Moroz, 2008) who stated that schools comprise of students from different cultures, economic and social classes, races with different languages and in order to reach their potentials and becoming responsible by educating them as per the changing circumstances is a challenging for the management of schools.

Above all because 89% of the sample population includes teachers, so it is natural for the results to be positive for them and they generally view that the barriers is from the parents them self, but this research presents results that were obtained from the collected data.

Barriers Related to the Parents and the Most Importance Barriers in the Parents Category

This is the last category of barriers talking about the factors that relate to the parental involvement in KG activities. The most important factor that effect the parents involvement is the statement "Most parents believe that educating their children is only KG responsibility", this because the curriculum in KG public school does not include home work when compared to private KG school, also the curriculum in KGs is made by teachers in the school (The Kindergarten Program, 2006),so the participants feel that this is one of the main barriers for parental involvement, and that idea goes with study of (Gonzalez-DeHassand & Willems, 2003) who state that some parents think that it is the responsibility of the school to educate their children.

There is other reasons mentioned in the open end questions, such as lack of transportation for parents to come and attend the parents meeting, which is most of the time economy barriers, and this is goes with study of (Nell, 2006) which states that sometimes

lack of transportation to attend meetings could also be a barrier for their involvement which are considered as external barriers. Also understanding importance of childhood education is raised in open ended question, which is stated in the study of (Shun-wing Ng, 2011) saying, that involvement of parents is a vital aspect for the management of schools to grow innovatively and brings school effectiveness. Most of the parents do not know how to be involve, as told by participants, which is leading to gap in relationship between parents and KG which is supported by the study of (Halsey, 2005) which states that *"many teachers feel that parents are not willing to become involved in their children's education, and many parents are not aware of opportunities for involvement"*(p.58). Parents are supposed to engage themselves in the curriculum, activities, evaluation of school system as mentioned in study of (Lloyd-Smith & Baron, 2010) which stated that there is a positive relationship between parental involvement and student school performance known as home – school partnership, so it is important to keep parents in touch with educational operation.

Some parents from non-Arab nationalities, as discussed in open ended questions, had barriers to communicate with the teachers: also they feel shy to deal with Arabic teacher because of their language. This goes with the study done by (Smith, Wohlstetter, Kuzin & Pedro, 2011) which stated that sometimes parents lack proper skills, such as language barriers and communication skills in helping their child and this prevents them from involving themselves in their child's education

Participants in the open ended question emphasized on working parents as barriers to involve themselves in KG activities, most of the mothers work as teachers. Most parents have more than one child prefer to attend meetings of their children who are in upper levels (cycle one, cycle two or cycle three schools) and they take leave to attend these meetings. So it is very difficult for them to leave their work to attend KG meetings. This goes with the study done by (Smith, Wohlstetter, Kuzin & Pedro, 2011) and (Gonzalez-DeHass & Willems, 2003)

whose state that factors such as working parents, time constraints, family responsibilities restrict parents from involving in KG activities.

Second Research Question

2- What are the suggested ways that could be developed to overcome the lack of parental involvement in KG activities from perspective of school administrations and teachers?

This study provided several methods to involve parents in KG activities. Some of them include communicate with them using modern technology, survey, volunteer parents, share responsibly, open day, newsletter, reward active parents, let parents share in plan, curriculum, and decision making. This method is provided by studies done by (Moroz, 2008) which states that many strategies evolved to overcome parental involvement challenges and one among them is creation and nurturing of family school community partnerships, these suggestions could help families as well as schools by involving parents in the process of decision making process system.

Twenty-one percent of the participants agreed with the idea of communicating with parents using technology, such as email, cell phones, and messages as reported in the chapter IV. The participants like to use the technology because it saves their time and effort, technology is an important method to communicate with the parents which is supported by the study done by (Merkley et.al, 2006) which stated that management can use latest technology communication system. It is stated that electronic portfolios offer unique and modern approaches which help to informing parents about their children's progress, school activities and other related issues. So as to overcome the barriers of communication e-mails, web-based communication, phone calls, instant messaging etc can be implemented. This type of communication is said to improve home-school

relationships that helps in increasing parent's satisfaction thus leading to school improvement.

Thirteen percent of the participants like the suggestion "Gives parents' opportunity to come and share teaching and KG trips responsibility", which is a beneficial method to engage parents in the KG activities. Parents feel that they value teachers when they take teacher role. Moroz, 2008, stated that providing opportunities for parents to report, encourage for sharing dissenting perspective (Hiatt-Michael, 2001) and enhancement of team community communications will help in overcoming parental involvement barriers.

Participants gave several opinions in the open ended questions as part of suggested ways to overcome barriers. Some of them are encouraging parents to participate more in the KG activities, involving them in parents-teacher meeting and discuss and explain them the importance of their involvement, holding parents council for KG to discuss on school issues. Parents council is important as it is said that (Griffith, 2000) counseling to parents, workshops, etc., will help parents to assist and guide their children in improving their academic performances.

Few others suggested providing transportation for the parents who does not have facility to come and attend the meeting. This is mentioned in study of (Gonzalez-DeHass & Willems, 2003) who stated that lack of transportation could be one of the barriers for parental involvement.

Allocating special room for parents meeting (Hiatt-Michael, 2001) in school building gives parents' kind of personality in meeting and discussion. Allocating one day to let parents help and create resources for classrooms which allows parents feel that they are a part of the school. This is suggested by (Nell, 2006) who states that to promote

parental involvement it is important to see that there exist a successful relationship between parents and school and this relationship could only be built by developing trust and understanding. Next allocating one day for fathers, to engage all the family with the school environment. This was mentioned in the study (Moroz, 2008) which stated that many strategies evolved to overcome parental involvement challenges and one among them is creation and nurturing of family school community partnerships, this helps families as well as schools to involve family members and parents in decision making process.

Other suggestions given were that school should conduct some competitions for active parents and reward them, which encourage parents to participate in KG activities and let them feel that are valued. One important idea presented in open-ended questions to attract parents is to involve old parents to teach children about heritage and culture, and teach them traditional term, habits; this links parents with the school and also let children feel that they are proud about their grandparents.

Conclusion

This study is very important as it identified various barriers of parental involvement in KG activities. It is understood that these barriers come from different factors that are related to parental environment, such as Regulations, administration, teachers, and parents. This study intended to help academic practitioners, teachers and school management to understand and implement the importance of parental involvement in their children activities so that they can guide them for better performance. Using the survey this study has identified various barriers to parental involvement and also puts forwards suggestions given by participants on how to overcome the barriers. Some of the suggestions discussed here are given by participants and others are suggested by the researcher.

Results of the study indicated that there is a need for social workers in each school as they help in assisting not only children, administrations and teachers, but also parents in various issues and because there is no availability of social workers participants feel that it is creating a barrier for parental involvement. Lack of the translators in the schools also seems to create barriers for communicating with parents as most of the parents are Arabs and they cannot speak in English fluently. Further the study shows that schools lack effective scheduling for parents teacher meeting as these meetings are conducted during school hours and this is preventing parents from attending KG meetings. It is seen that there is lack of coordination between meeting schedules because more than one parent meets the teacher in one day for participating in academic activities.

It is seen that there is a positive attitude towards the school administration from participants, as they take appropriate steps for involvement of parents in KG. It is understood that administration provides enough information about meeting and also provides guidance to parents on the importance of their involvement in KG. Although most participants had positive attitude, there is some level of disagreement with the idea that the school administration provides trainings and assistance for parents and providing awareness or motivation program, and they felt that parents not informed properly about meetings. The main barrier in the administration category was the probability of parents-teacher meeting inform, as they do not receive the invitation.

In teacher's factor, there was positive attitude toward the items, it is seemed that there are no barriers form their area and the reason behind this could be that most respondents were teachers. Parents feedback received from teachers is the only barrier as they were not able to communicate with them in all means (like cultural problems, language problems etc). From the open-ended questions it was identified that language and culture were barriers for them as

the EMTs consist of 33% of the participants. Also the feedback from local teachers sometimes was not clear.

Results indicated a positive response to parent's factor, they agree that divorce, family commitments, parents attitude towards KG stages, working parents are some of the barriers for parental involvement. This indicates that there is a need for much focus on providing facilitates for parents, bring more awareness, focus on allowing them to understand their role in KG and finally to encourage them to engage themselves in the KG activities.

In the open-ended question there was more emphasis on many questions that were mentioned in the questionnaire, such as working parents, family commitments, and they add several barriers. Such as, transportation facilities, economy, nursery, language which are identified as barriers for the parental involvement in KG activities.

After analyzing the findings researcher has put forward few suggested ways to overcome the barriers mentioned by the participants. Participants were convinced with the suggested ways given by researcher and apart from this participants also suggested several ideas to overcome barriers. Some of the suggestions are let children do some show in the meeting for parents, allocate parents meeting room, providing social worker and receptionist in KGs, provide transportation for parents, engage parents with KG responsibilities, and let old parents teach children heritage and culture.

Initially before starting the research, the researcher view was that teachers could be the main barriers for parental involvement but after analyzing and understanding the reasons behind the barriers for parental involvement researcher was able to develop a transparency and gain knowledge on various aspects related to parental involvement barriers and suggested ways to overcome them.

Implications

In this section the researcher provided implications of the research. The researcher intended to help school management and educational practitioners in UAE to understand the barriers of parental involvement in KG. Implications put forward here are based on the field opinions from the open-ended questions, personal experience of the researcher, and literature review. The following are some of the implications.

- To provide social worker in KG stages
- Provide receptionist for each KG, to receive the call and answer parents' questions.
- Inform parents about meeting before one week at least that helps them to organize their priorities.
- ADEC has to set policy that allocate one day for each grade, such as Sunday for KG, Monday for primary, and give consideration for working parents
- School administrations are suggested to provide work shop for parents to tell them about new school model, which is based on partnership between parents and school in education.
- School administration are requested to communicate with parents in appropriate method inform them for the meeting in several method, such as ADEC messages, call, new letter and so on
- It is suggested to give teachers training how to attract the parents and give them feedback for their child.
- Provide training for EMTs for UAE culture, and gives them sufficient orientation at the first year in the school.
- Decrease some responsibly (meeting after working day) of the teachers, so they have time to communicate with parents.

- It is suggested to provide workshop for parents about child hood education, and teachers as well as.
- To provide transportation for parents to encourage them to involve in the schools.
- Provide facilitate in each school for parental who had small baby. Such as nursery in schools.
- Provide work shop from ADEC to parents, to aware them of the school duties and parent's rights.
- It is suggested to collect of non-Arab nationalities parents in each school (such as Asian nationality), and provide special translator for them in the meeting day, so they can express confidential with them.
- Invite old parents for each school to teach heritage and culture for children. This will enhance parental involvement in KG activity.

5.6. Recommendation for Future Studies

- Conduct the same study where the targeted population is parents.
- Conduct the same study to use qualitative method instead of quantitative research
- Replicate this study in other Emirates to become capable to generalize.

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APPENDICES

Kindergarten Staff Population from Human Resources Department in Al-Ain Zone

إحصائية خاصة برياض الأطفال للعام الدراسي 2011/2012

مديرة (عربية)	مديرة (أجنبية)	مساعدة مديرة (عربية)	مساعدة مديرة (أجنبية)	معلمات (عرب)	معلمات (أجنبي)	معلمات الأنشطة	نيس قسم مواد عربية	نيس قسم اللغة الإنجليزية
12	3	18	2	205	194	64	14	17

529

علما بأن هذه الإحصائية لا تشمل الرياض المتعلقة بالمدارس المشتركة حسب طلب الباحثة

Permission for Questionnaire from United Arab Emirates University



Master of Education Program

برنامج الماجستير في التربية

2012/03/20

الأستاذ الفاضل/ مدير منطقة العين التعليمية
المحترم
تحية طيبة، وبعد...

بداية يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم ولمنطقة العين التعليمية كل التوفيق والنجاح في الارتقاء بالعملية التعليمية التعليمية، هذا وفي إطار التعاون بين منطقة العين التعليمية وكلية التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم علماً بأن الطالبة/ شمسة سلطان عبيد الظاهري، ممجلة في برنامج الماجستير تخصص "القيادة التربوية"، وتقوم بإعداد بحث بعنوان: معوقات مشاركة أولياء الأمور في أنشطة رياض الأطفال من وجهة نظر الهيئة الإدارية ومعلمات رياض الأطفال في مدينة العين من ضمن متطلبات الماجستير. لذا نرجو التكرم بالموافقة على تسهيل مهمتها البحثية. شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول دائق التحية والتقدير.

منسق برنامج الماجستير
أ.د. محمد أحمد عبد الدايم

Tel: 971 3 713 6261- 713 6221- Fax: 971 3 713 6930

P.o.Box: 17551 U.A.E

<http://www.fedu.uaeu.ac.ae/graduateprogram>

Permission for Questionnaire from ADEC



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Abu Dhabi - United Arab Emirates

التاريخ: 2012/4/16

الأفاضل

السادة/ مدراء ومديرات المدارس الحكومية بالعين

الموضوع: تسهيل مهمة باحثين

يطيب لنا أن نهديكم أطيب التحيات.

في إطار دعم مجلس أبو ظبي للتعليم للبحث والباحثين، فإنه يسعدنا إعلامكم بموافقة المجلس على موضوع الدراسة التي ستجريها الباحثة/ شمسة سلطان الظاهري، بعنوان :

" معوقات مشاركة أولياء الأمور في أنشطة رياض الأطفال من وجهة نظر الهيئة الإدارية ومعلمات رياض الأطفال في مدينة العين "

لذا، يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.

شاكرين لكم حسن تعاونكم

محمد سالم محمد الظاهري

التنفيذي لقطاع العمليات المدرسية



APENDEX
(C)

**Questionnaire (Barriers to Parental Involvement in Kindergarten Activities from
Perspective of Kindergarten's Administration and Teachers in Al Ain)**

English Version



**Questionnaire (Barriers to Parental Involvement in Kindergarten Activities from
Perspective of Kindergarten's Administration and Teachers in Al Ain)**

Shamsa Sultan Obaid Al Dhaheri
910323460
Email: 910323460@uaeu.ac.ae

**Questionnaire (Barriers to Parental Involvement in Kindergarten Activities from
Perspective of Kindergarten's Administration and Teachers in Al Ain)**

Dear Principal\ teachers,

The purpose of this survey is to gather information to study the barriers to parental involvement in kindergarten's (KG) activities in Al Ain schools. You are requested to spend 15 minutes of your time and give your valuable opinions on the given statements. Your opinions and participation in this survey will be highly appreciated. I assure that your feedback would be used only for academic purposes and will be kept confidential and will not be used elsewhere.

Thank you in advance for your participation. Please feel free to contact the researcher via (sh848@hotmail.com), cell phone (0503336228).

Yours Truly,

Shamsa Sultan Al Dhaheri

PART A: Demographic information

Please put a tick which ever appropriate to you.
(The boxes with * are required)

* Position	Principal () vice principal () Head of Faculty () Teacher ()
* Age	20 – 25 () 26- 35 () 36- 45 () 46 – 55 () 56 and more ()
* Experience	1-3 () 4-7 () 8-12 () 13 and more ()
* Nationality	UAE () Gulf Cooperation Council () Arab () Non-Arab ()
* Level of education	Diploma () Bachelor in education () Non educational Bachelor () Master () Doctorate (PHD) ()
* Marital Status	Single () Married () Divorcee ()
* Do you have children?	Yes () No ()

Part B:

Please tick in appropriate box based on level of your opinion (Tick only one for each question) Strongly agree , Agree , Neutral, Disagree, and Strongly disagree.

Regulations and Administration

Factors related to regulations	Strongly Agree	Agree	Not decide	Disagree	Strongly disagree
1- Missing of social workers in KG schools creates a gap between the parents and KG					
2- Parents are not allowed to actively participate in academic activities, so they not involve in the KG activities.					
3- Parents are not allowed to meet teacher other than in parent – teachers meeting					
4- The time of parent meeting is convenient for them.					
From above, what do you believe is the most important factor that affects parental involvement in KG? (1 , 2 , 3 , 4)					
From your point of view, what is the most 3 factors related to <u>KG School</u> (not mentioned) affect the parental involvement in kindergarten? 1- 2- 3-					

Factors related to Administration	Strongly Agree	Agree	Not decide	Disagree	Strongly disagree
1- Parents are not informed properly about the parent-teachers meeting or events which create a barrier for parental involvement in KG activities					
2- Administration of kindergarten provides enough information about meeting (time, schedule ...)					
3- School administration provides trainings and assistance program for parents on how to help their children at home					
4- Administration provides guidance to parents on the importance of their involvement in KG					
5- School administration or educators take appropriate steps for involving parents in KG					
6- School administration provides awareness or motivational programs for teachers for encouraging parental involvement					
From above, what do you believe is the most important factor that affects parental involvement in KG? (1 , 2 , 3 , 4 , 5 , 6)					
From your point of view, what is the most 3 factors related to <u>Administration</u> (not mentioned) affect the parent involvement in kindergarten? 1- 2- 3-					

Factors related to Teachers	Strongly Agree	Agree	Not decide	Disagree	Strongly disagree
1-Teachers feel that she is valued by parent, so they motivate to involve them in KG activities					
2- Good relationship between teacher-parent encourage them to involve in KG activities.					
3-KG's teachers are aware of the importance of parent involvement in KG activities.					
4-Teachers feedback on students performance is not clear to parents, so parents don't encourage to involve themselves in KG activities.					
5-Teachers beliefs regarding the role of parents as supporters help them to involve parents in KG activities.					
From above, what do you believe is the most important factor that affects parental involvement in KG? (1 , 2 , 3 , 4 , 5)					
From your point of view, what is the most 3 factor related to <u>Teachers</u> (not mentioned) affect the parent involvement in kindergarten?					
1-					
2-					
3-					

Factors related to parents	Strongly Agree	Agree	Not decide	Disagree	Strongly disagree
1- Parents refuse to participate in KG activities as they are not allowed to participate in decision making					
2- Parents have enough knowledge about the importance of their involvement.					
3- <u>Working parents</u> show interest in involving themselves in KG activities.					
4- Family commitments creates a barrier for parents to involve in KG activities.					
5- Previous negative experiences in the KG creates a barrier for parents to involve in KG activities.					
6- Parents think that KG is a playing stage. so they don't bother themselves in involvement					
7- Divorce and family fragmentation affect on parent involvement.					
8- Most parents believe that educating their children is only KG responsibility.					
From above, what do you believe is the most important factor that affects parental involvement in KG? (1 , 2 , 3 , 4 , 5 , 6 , 7 , 8)					
From your point of view, what is the most 3 factors related to <u>parent</u> (not mentioned) affect the parental involvement in kindergarten?					
1-.....					
2-					
3-					

Part c :

Here are the suggestions to encouraging parental involvement in KG activities, please choose the suitable number for each item, (5 = most important, 1 = less important) as apriority from you point of view

Suggestion to encourage the parent to involve in KG activities	Degree of Agee				
	1	2	3	4	5
1- Communicate with parents by using modern technology, such as emails, cell phones, massage....					
2- Sending a questionnaire to parents to know their level of satisfaction on KG's activities and their suggestions.					
3- Promote parents to volunteer to teach in classroom one day or one period					
4- Give parents opportunity to come and share teaching and KG trips responsibility					
5- Hold an open day at the end of each unit to let parents share.					
6- Send newsletter, weekly curriculum paper, and events for parents .					
7- Let parents volunteer in the KG responsibilities , such as class room producing resources					
8- Promote active parents by sending their work (worksheet or project) as homework for students, or hang it in the front of classroom.					
9- Let parents share in the KG plans, curriculum and decision making in parent council.					
From above, what do you believe is the most important factor that affects parental involvement in KG ? (1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9)					
From your point of view, what is the most 3 suggestions that affect the parental involvement in KG activities (not mentioned above)?					
1-.....					
2-					
3-					

Thank you

**APENDEX
(D)**

**Questionnaire (Barriers to Parental Involvement in Kindergarten Activities from
Perspective of Kindergarten's Administration and Teachers in Al Ain)**

Arabic Version



جامعة الإمارات العربية المتحدة
United Arab Emirates University

جامعة الإمارات العربية المتحدة
كلية التربية
قسم أصول التربية
برنامج الماجستير في التربية

استبانة (معوقات مشاركة أولياء الأمور في أنشطة رياض الأطفال من وجهة نظر الهيئة الإدارية
ومعلمات رياض الأطفال في مدينة العين)

شمسة سلطان عبيد الظاهري
910323460
البريد الالكتروني : 910323460@uacu.ac.ae

استبانة (معوقات مشاركة أولياء الأمور في أنشطة رياض الأطفال من وجهة نظر الهيئة الإدارية ومعلمات رياض الأطفال في مدينة العين).

إدارة / معلمات الروضة

تهدف هذه الدراسة إلى جمع المعلومات لدراسة معوقات مشاركة أولياء الأمور في أنشطة رياض الأطفال من وجهة نظر الهيئة الإدارية ومعلمات رياض الأطفال في مدينة العين. سوف تستغرق هذه الاستبانة حوالي 15 دقيقة لإتمامها، إننا نقدر مشاركتكم في هذه الاستبانة، ونحن على ثقة أن المعلومات المعطاة لن يتم البوح بها و سوف تستخدم فقط للأهداف الأكاديمية البحثية.

واشكركم مقدماً على مشاركتكم. وللاستفسار يرجى مراسلتي عبر البريد الإلكتروني الآتي: shs848@hotmail.com

أو على الهاتف النقال 0503336228

تقبلوا فائق الاحترام

الباحثة

شمسة سلطان الظاهري

الجزء الاول :

الرجاء وضع علامة (√) أمام الاختيار المناسب للـ ملاحظة (الخانات التي تم وضع علامة * بجانبها خانات مطلوبة)

* الوظيفة	مديرة () مساعدة مديرة () رئيسة قسم () معلمة ()
* العمر	20-25 () 26-35 () 36-45 () 46-55 () 56 فما فوق ()
* سنوات الخبرة	1-3 () 4-7 () 8-12 () 13 فما فوق ()
* الجنسية	الإمارات () دول مجلس التعاون () عربية () غير عربية ()
* المستوى التعليمي	دبلوم () بكالوريوس في التربية () بكالوريوس في مجال آخر () ماجستير () دكتوراه ()
* الحالة الاجتماعية	عازبة () متزوجة () مطلقة ()
* هل لديك أبناء؟	نعم () لا ()

الجزء الثاني:

ضعي علامة (√) في الخانة المناسبة حسب وجهة نظرك (كإدارية/ كمعلمة، وليس كوليّة أمر)، صعي العلامة في مربع واحد فقط للتعبير عن رأيك ، موافق بشدة، موافق، محايد، لا أوافق ، لا أوافق بشدة

عناصر مرتبطة بالأنظمة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
1- افتقار رياض الأطفال للأخصائي الاجتماعي يخلق فجوة بين الروضة وأولياء الأمور.					
2- يعزف أولياء الأمور عن المشاركة في أنشطة الروضة بسبب عدم السماح لهم بالمشاركة في الأنشطة الأكاديمية.					
3- تقتصر مقابلة أولياء الأمور للمعلمة في اجتماع أولياء الأمور فقط.					
4- يتم عقد اجتماعات أولياء الأمور في أوقات مناسبة لهم.					
مما سبق، حددي أهم عنصر (واحد فقط) يؤثر في مشاركة أولياء الأمور في أنشطة الروضة .. العنصر رقم (1 ، 2 ، 3 ، 4)					
اذكري ثلاثة (3) عوامل تتعلق بالأنظمة (لم يتم ذكرها) تؤثر في مشاركة أولياء الأمور في أنشطة الروضة ؟					
1-					
2-					
3-					

عناصر مرتبطة بإدارة الروضة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
1- عدم إعلام أولياء الأمور بالاجتماعات و المناسبات مسبقاً بشكل عانقاً يحول دون مشاركتهم في أنشطة الروضة واجتماعاتها.					
2- تزود الإدارة أولياء الأمور بمعلومات كافية حول الاجتماعات المحددة (مواعيدها، جدول اعمالها)					
3- توفر إدارة الروضة برنامجاً تدريبياً لأولياء الأمور بخصوص التعامل مع أطفالهم في المنزل.					
4- تهتم إدارة الروضة بتوعية أولياء الأمور حول أهمية مشاركتهم في أنشطة الروضة.					
5- تتخذ الإدارة والمعلمات الخطوات المناسبة لإشراك أولياء الأمور في أنشطة الروضة.					
6- تزود إدارة الروضة المعلمات ببرامج تدريبية لتشجيع مشاركة أولياء الأمور في أنشطة الروضة					
- مما سبق، حددي أهم عنصر (واحد فقط) يؤثر على مشاركة أولياء الأمور في أنشطة الروضة .. العنصر رقم (1 ، 2 ، 3 ، 4 ، 5 ، 6)					
اذكري ثلاثة (3) عوامل خاصة بإدارة الروضة (لم يتم ذكرها) تؤثر في مشاركة أولياء الأمور في أنشطة الروضة .					
1-					
2-					
3-					

عناصر مرتبطة بالمعلمات	وافق بشدة	وافق	محايد	لا أوافق	لا أوافق بشدة
1- تحصل المعلمة على التقدير المرجو من أولياء الأمور ، لذا فهي تحرص على إشراكهم في أنشطة الروضة بشكل دوري.					
2- يُشجع تعاون المعلمة المستمر مع أولياء الأمور على زيادة مشاركتهم في أنشطة الروضة.					
3- معلمات رياض الأطفال واعيات بأهمية مشاركة أولياء الأمور في أنشطة الروضة.					
4- تقديم المعلمة معلومات غير واضحة لأولياء الأمور حول تقدم طفلهم يقلل من مشاركتهم في أنشطة الروضة					
5- تؤثر قناعة المعلمة بفائدة أولياء الأمور في العملية التعليمية في إثارة دافعيتهم للمشاركة في أنشطة الروضة					

مما سبق، حددي أهم عنصر (واحد فقط) يؤثر على مشاركة أولياء الأمور في أنشطة الروضة . العنصر رقم (1 ، 2 ، 3 ، 4 ، 5)

اذكري ثلاثة (3) عوامل خاصة بالمعلمات (لم يتم ذكرها) تؤثر في مشاركة أولياء الأمور في أنشطة الروضة ؟

1-

2-

3-

عناصر مرتبطة بأولياء الأمور	وافق بشدة	وافق	محايد	لا أوافق	لا أوافق بشدة
1- يمتنع أولياء الأمور عن المشاركة في أنشطة الروضة بسبب عدم إشراكهم في القرارات المدرسية					
2- يمتلك أولياء الأمور وعياً بأهمية مشاركتهم في أنشطة الروضة .					
3- يشارك أولياء الأمور الموظفين بفعالية في أنشطة الروضة					
4- تحد المسؤوليات والضغط الأسرية من مشاركة أولياء الأمور في أنشطة الروضة					
5- تعوق التجارب السلبية لأولياء الأمور مع طاقم الروضة من مشاركتهم في أنشطة الروضة					
6- يعتقد بعض أولياء الأمور أن مرحلة رياض الأطفال مرحلة لعب، لذا فهو لا يزعج نفسه بالمشاركة في أنشطة الروضة.					
7- يؤثر الطلاق والتفكك الأسري في مشاركة أولياء الأمور في أنشطة الروضة.					
8- يعتقد كثير من أولياء الأمور أن التعليم مسئولية الروضة فقط					

- مما سبق، حددي أهم عنصر (واحد فقط) يؤثر في مشاركة أولياء الأمور في أنشطة الروضة .. العنصر رقم (1 ، 2 ، 3 ، 4 ، 5 ، 6 ، 7 ، 8)

اذكري ثلاثة (3) عوامل تتعلق بأولياء الأمور (لم يتم ذكرها) تؤثر في مشاركتهم في أنشطة الروضة ؟

1-

2-

3-

فيما يلي مقترحات لتشجيع أولياء الأمور للمشاركة في أنشطة رياض الأطفال ، الرجاء اختيار الرقم المناسب لكل فقرة (1 = أقل أهمية ، 5 = أكثر أهمية) حسب أهميتها من وجهة نظرك .

درجة الموافقة					مقترحات لتشجيع أولياء الأمور على للمشاركة في أنشطة رياض الأطفال
5	4	3	2	1	
					1- التواصل مع أولياء الأمور عن طريق وسائل التواصل المعاصرة مثل: البريد الإلكتروني، الهاتف النقال ، الرسائل النصية...
					2- إرسال استبانة لأولياء الأمور لمعرفة مدى رضاهم عن أنشطة الروضة ومقترحاتهم.
					3- تشجيع أولياء الأمور للمبادرة بتدريس حصة دراسية خلال اليوم الدراسي.
					4- إعطاء أولياء الأمور الفرصة للمشاركة في مسئوليات التدريس و الرحلات.
					5- عمل يوم مفتوح في نهاية كل وحدة تعليمية و دعوة أولياء الأمور للمشاركة فيه.
					6- إرسال نشرة دورية، مثل ورقة المنهج الأسبوعية ، وإعلان الأحداث والمناسبات التي يتم تطبيقها بالروضة.
					7- إتاحة الفرصة لأولياء الأمور للمبادرة في مسئوليات الروضة، مثل تصنيع الوسائل وغيرها.
					8- تشجيع أولياء الأمور المتعاونين بإرسال أعمالهم (مثل أوراق العمل للأطفال) واجبا للأطفال الآخرين، أو عرض أعمالهم في واجهة الفصل الدراسي.
					9- إعطاء الفرصة لأولياء الأمور للمشاركة في الخطط والمنهج الدراسي ، والقرارات المدرسية في مجلس الأمهات.
مما سبق، حددي أهم عنصر (واحد فقط) يؤثر في مشاركة أولياء الأمور في أنشطة الروضة .. العنصر رقم (1 ، 2 ، 3 ، 4 ، 5 ، 6 ، 7 ، 8 ، 9)					
- اذكر 3 ثلاثة مقترحات لتشجيع أولياء الأمور للمشاركة في أنشطة الروضة (لم يتم ذكرها بالأعلى)؟					
1-					
2-					
3-					

مع خالص تقديري لجهودكم النبيرة

الباحثة

شمسة سلطان الظاهري



ومن أهم التوصيات التي جاءت في هذا البحثي استخدام التكنولوجيا الحديثة في التواصل مع أولياء الأمور وإبلاغهم عن الأحداث، تزويدهم بالتغذية الراجعة المستمرة للوصول لمرحلة الرضى ، اشراك أولياء الأمور في أنشطة ومهام الروضة، توفير مواصلهم للعاجزين عن الوصول للاحتياجات ، تخصيص يوم لمقابلة آباء الطلاب، جذب كبار السن للمشاركة في تدريس الأطفال الثقافة، التراث، المفردات التراثية، والأخلاق والعادات العريقة . هذه الاستراتيجيات قد تسهم في التوصل لحل لمعوقات مشاركة أولياء الأمور في مرحلة رياض الأطفال.



معوقات مشاركة أولياء الأمور في أنشطة رياض الأطفال من وجهة نظر الهيئة الإدارية ومعلمات رياض الأطفال في مدينة العين

(ملخص)

يهدف هذا البحث إلى التعرف على أسباب عدم مشاركة أولياء الأمور في أنشطة رياض الأطفال من وجهة نظر الهيئة الإدارية ومعلمات رياض الأطفال في مدينة العين. تم تقسيم هذه معوقات في هذه الدراسة إلى أربع عناصر: معوقات مرتبطة بالنظام، معوقات خاصة بإدارة المدارس، معوقات مرتبطة بالمعلمات، وأخيراً معوقات مرتبطة بأولياء الأمور أنفسهم.

وقد تم استخدام استبانة لجمع البيانات في هذا البحث. اشتملت عينة الدراسة على 329 معلمة وإدارية في مرحلة رياض الأطفال في مدينة العين. تكونت الاستبانة من أربع أقسام في القسم الأول منه في جمع البيانات الديموغرافية وهي: المهنة، المستوى الدراسي، الفئة العمرية، الخبرة، الحالة الاجتماعية وحالة الأبناء. الجزء الثاني فقد احتوى على أسئلة مغلقة 32 عبارة تجيب عليها الهيئة الإدارية والمعلمات في جميع رياض الأطفال في مدينة العين على مقياس خماسي التدرج من نوع ليكرت (5 موافق بشدة، 1 غير موافق بشدة)، وتم تحليل البيانات باستخدام برنامج SPSS. الجزء الثالث هو مقترحات لزيادة مشاركة أولياء الأمور في رياض الأطفال، والجزء الرابع كان أسئلة مفتوحة بعد كل جزء من الأجزاء السابق ذكرها لمعرفة معوقات مشاركة أولياء الأمور في أنشطة رياض الأطفال، بالإضافة لمقترحات لعلاج ضعف مشاركة أولياء الأمور في رياض الأطفال.

أظهرت نتائج الدراسة أن هناك أربعة أقسام من المعوقات. أولاً المعوقات المرتبطة بالأنظمة، والتي أظهرت أن الافتقار للأخصائي الاجتماعي في مرحلة رياض الأطفال، مترجم للمعلمات غير الناطقات باللغة العربية، عدم التنسيق في اجتماعات أولياء الأمور بين المراحل التعليمية المختلفة. العائق الثانية المرتبطة بالإدارة تحوي الافتقار لتوفير برامج تدريبية ومساعدة لأولياء الأمور، ضعف التواصل بين الروضة وأولياء الأمور وفقر في إبلاغ أولياء الأمور حول أحداث و المناسبات في الروضة، العائق الثالث المرتبط بالتغذية الراجعة من المعلمات لأولياء الأمور فيما يخص الجانب الأكاديمي لأبنائهم، بالإضافة لعائق اختلاف الثقافة بين المعلمة غير الناطقة باللغة العربية وأولياء الأمور. العائق الرابع هو عبارة عن أسباب مرتبطة بأولياء الأمور، مثل نقص المواصلات للحضور للإجتماعات، نقص المعرفة بأهمية رياض الأطفال، عائق الوقت، أولياء الأمور العاملين، المسؤوليات الشخصية، عائق اللغة لأولياء الأمور غير العرب، والطلاق.



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عنوان الرسالة

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اسم الطالبة

شمسة سلطان عبيد الظاهري

لجنة المناقشة

مُشرفاً ورئيساً

د. علي سعيد الكعبي

عضواً

أ.د. محمد أحمد عبد الدايم

عضواً

د. محمد عبد الله الحوسني



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رسالة مقدمة من الطالبة

شمسة سلطان عبيد الظاهري

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

القيادة التربوية

ديسمبر 2012

